

Outcomes of September 13, 2017 Education Interim Committee School Leadership Meeting



Introduction

The Education Interim Committee's September 13, 2017, meeting about school leadership concluded with a group activity to: (1) design a residency program; and (2) determine the specific roles of various stakeholders, including school districts, principal preparation programs, the State Board of Education, and the Legislature.

[Participants](#) concluded that Utah should explore moving to a two-tier licensure structure for school principals, with the first tier focused on instructional leadership and the second tier focused on strategic leadership and management skills. The second tier could have a professional residency requirement for existing administrators who intend to become principals. School districts, principal preparation programs, and the State Board of Education would need to work together, with the State Board of Education taking the lead, to develop this licensure structure and residency requirement, and the Legislature would need to remove statutory roadblocks.

This document summarizes participant answers to questions related to residencies for new principals:

Residency Program Design

Responses to each question are listed in order, from those with the most support to those with the least support.

What is the optimal length of a residency program?

- 9 months (55% of respondents)
- 1 year (41% of respondents)
- 6 months (3% of respondents)
- 3 months (1% of respondents)

Should a residency be full time or part time?

- Full time – resident does not maintain any other duties with the school district (52%)
- Part time – resident has reduced duties with the school district (43%)
- Part time – resident maintains all other duties with the school district (5%)

What experiences should be included as part of every residency?

- | | |
|--|--|
| • Lots of feedback | • Cultural competency |
| • Instructional improvement – observations, feedback, role model instruction | • Conflict resolution |
| • Dealing with difficult conversations | • Strategic budgeting |
| • Observing teachers/conversations | • Diversity in student body |
| • Evaluations | • Coaching and mentoring |
| • Teacher coaching | • Total control/responsibility for the school |
| • Dealing with childhood trauma | • Create projects |
| • Video recording of the residency running meetings and getting scored on a rubric for effectiveness | • Community awareness |
| | • Real leadership experiences leading a group of educators |

How can residency programs ensure that experiences are available to candidates?

- Candidates need to have a way to support themselves financially, such as a sabbatical or a paid residency
- Programs need to be nimble and show flexible thinking
- School districts need to have physical space for residents and systematic opportunity
- Collaboration between the state, districts, and higher education is needed

How should preparation programs and school districts coordinate to provide residencies?

- School districts and preparation programs need to work together instead of in silos
- Residencies should be based in school districts
- Communication is essential, -- who is talking to whom?
- Regional consortiums
- Candidates need an administrator survival/boot camp
- Service centers

How should participants in residency programs be evaluated and receive feedback?

- Evaluation needs to be 360 degrees (from multiple individuals)
- Evaluation needs to be against predetermined standards and expectations and should identify all-star performers

What is a financially feasible strategy for a residency program?

- The State Board of Education should develop a two-tier system for licensure, with a residency/coaching required to move to the second tier
- Coaches really matter
- Residencies should build from existing programs
- School districts need to have 'skin in the game'
- Local Education Agencies need to have flexibility if assuming some of the risk
- There is room to develop a reasonable grant program to allow small school districts to offer residencies
- Residences should be funded as part of the WPU — keep local control; however, could create a program and funding for coaches

Roles of school districts, principal preparation programs, the State Board of Education, and the Legislature

Local School Districts	Principal Preparation Programs (Higher Education)
<ul style="list-style-type: none">• Participate in the instruction process to help determine needed competencies• Tailor residency experiences to individuals• Participate in a 360-degree evaluation of candidates• Have individuals who meet standards mentor principals in training	<ul style="list-style-type: none">• Ensure that knowledge and skills being developed are what are needed (rigorous and relevant)• Integrate effective practitioners in coursework• Participate in evaluation and 360-degree feedback• Know the current research on best practices, and highlight practices based on the research
State Board of Education	Legislature
<ul style="list-style-type: none">• Lead collaboration between the different groups• Establish standards for preparation programs• Lead and facilitate development of licensure requirements• Lead next steps, including getting the new leadership standards approved, convening working groups, and prioritizing school leadership in the board's strategic plan	<ul style="list-style-type: none">• Provide funding• Eliminate roadblocks to flexibility in licensing